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A COMPILATION, TABULATION AND ANALYSIS
OF SPELLING ERRORS IN GRADE THREE
FOR AN ELEVEN WEEK PERIOD

Submitted by

Kathleen Frances Relihan

(B. S. in Education, Worcester State Teachers
College, 1943.)

In partial fulfillment of requirements
for the degree of Master of Education
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First Reader: Helen A. Murphy, Associate Professor of
Education

Second Reader: Helen Blair Sullivan, Professor of Education

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School of Education
Aug. 22, 1947
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Acknowledgment

The writer wishes to express her sincere appreciation to Dr. Helen A. Murphy for her help and guidance in the preparation of this service paper.

Respectfully,
Sincerely,
[Signature]

The writer wishes to express his sincere
appreciation to Dr. Helen A. Murphy for her
help and guidance in the preparation of this
report.

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INTRODUCTION

Statement of the problem.-- The purpose of this study is to analyze the spelling errors made by thirty-six third grade pupils from September 9, 1946 to November 27, 1946.

The need for correct spelling is stated by
Watson: ^{1/}

It is obvious that a child doing fifth grade work and unable to write a sentence with spelling sufficiently correct to enable others to identify his words is at a disadvantage in comparison with a schoolmate similiar to him in all respects save that of being able to spell with a fair degree of accuracy; nor is his disadvantage confined to restricted fields of competition incident to school requirements in spelling as such. There is still general need to be able to write words whose identity cannot be mistaken.

^{1/} Alice E. Watson, Experimental Studies in the Psychology and Pedagogy of Spelling, Teachers College, Contributions to Education, No. 638 Teachers College, Columbia University, New York, 1935, Page I

CHAPTER I

STANDARD ENGLISH

"Most of the modern writers on spelling emphasize the fact that there is no single cause of misspelling and no one royal road to learning."2/

by 2,500 pupils in six years and twenty rural schools

of Kentucky in grades three to twelve,

the following recommendations:

1. Spelling be taught as a part of the language work rather than as a separate subject.
2. All work in spelling be written.
3. Any list of words used as a basis for a particular grade be approved by the state and the pupils placed in their written work.

2/ Smith's Study, "A Study to Determine the Errors That Appear in the Spelling Work of Rural and Urban Pupils in Certain School Systems in Kentucky", The Journal of Educational Research, 8:379, June, 1917

2/ Ibid Page 43.

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CHAPTER I

RELATED RESEARCH

After finding the errors made in written work by 5,895 pupils in six urban and twenty rural school systems in Kentucky in grades three to twelve,

Wheeler^{1/} made the following recommendations:

1. Spelling be taught as a part of the language work rather than as a separate subject.
2. All work in spelling be written.
3. Any list of words used as a basic list for a particular grade be supplemented by the words that the pupils misspell in their written work.

^{1/} Arville Wheeler, "A Study to Determine the Errors that Appear in Written Work of Rural and Urban Pupils in Certain School Systems in Kentucky", The Journal of Experimental Education, 8:398, June, 1940

CHAPTER I

INTRODUCTION

After finding the errors made in written work

by E. H. C. in his own and twenty other schools

in the State of New York, in 1903, the following

conclusions were reached:

1. Spelling is taught as a part of the language
work rather than as a separate subject.

2. All work in spelling is written.

3. Any list of words used as a basis for
a particular grade be supplemented by the
words that the pupils misspell in their written
work.

In Article Number, "A Study of Spelling and Errors
Made in Written Work of First and Second Grades
in Certain School Districts in New York," The Journal
of Experimental Education, 3:203, June, 1910.

4. Each pupil keep a list of his own spelling demons to be used for individual instruction.
5. Much work in spelling be based on individual needs and the methods of instruction be suited to the needs of the individual who is to receive the instruction.

From a spelling test given to 25 average and 25 poor spellers in grades 3 to 5 Spache^{1/} concluded that average spellers tend to make more phonetic errors than poor spellers, and that poor spellers are apt to omit a syllable and sounded letters, and make non-phonetic substitutions.

Carroll^{2/} in his study used 100 bright and 100 dull children from the highest and lowest sections of each class. He found that there is a difference in the kind and number of errors which bright and dull children make and that children tend to make the same types of errors whether the words are above or on their grade level.

1/ George Spache, "Characteristic Errors of Good and Poor Spellers", Journal of Educational Research, 34:188, November, 1940

2/ Herbert Allen Carroll, Generalization of Bright and Dull Children, Teachers College Contributions to Education, No. 439. Teachers College, Columbia University, New York: 1930 p.14

2. Each child keeps a list of his own activities.
Demands to be made for individual instruction.

3. Much work is accomplished by means of individual
needs and the method of instruction is
suited to the needs of the individual and is to
receive his instruction.

There is the living tool given to the teacher and the

or a child in order to be a child's companion that

average child and to have some specific errors

in his work, and the child's own efforts and the

to make a child's and teacher's efforts, and the

the teacher's responsibilities.

Generally, it is the child's own 100 words and 100

half children from the teacher and the teacher's

of each child. We know that there is a difference

in the child's and teacher's efforts and the child's

half children and a child's own efforts and the child's

some of the child's own efforts and the child's

half children's efforts.

1/ George G. Brown, "The Teacher's Role of Good and
Poor Children", Journal of Educational Research,
1913, November, 111.
2/ Herbert Allen Brown, "The Teacher's Role of Good and
Poor Children", Journal of Educational Research,
1913, November, 111.
3/ George G. Brown, "The Teacher's Role of Good and
Poor Children", Journal of Educational Research,
1913, November, 111.

The bright make a higher percentage of one letter errors.

The dull make a higher percentage of group errors.

Bright and dull children are affected differently by the length of the word and by the position of the syllable.

The bright are more likely than the dull to spell words phonetically.

The psychological explanation of each of these differences appears to lie in the marked superiority of the bright over the dull in phonetic generalization ability. ^{1/}

In McGovney's ^{2/} study tests were given to poor spellers and good spellers all with average or above average Intelligence Quotients. She found that the poor spellers were below standard in writing, auditory and visual analysis, and associating a spoken word with a written word.

One of King's ^{3/} conclusions after seven spelling rules were taught in grades three to eight was that, "Efficiency in learning to state and apply the rules was increased from grade to grade." She also thought that more studies should be made to find out whether or not the words governed by these rules could be taught with more success in any other way.

^{1/} Ibid p.54

^{2/} Margarita McGovney, "Spelling Deficiency in Children of Superior General Ability", The Elementary English Review, 7:pp.146,147 June, 1930

^{3/} Luella M. King, Learning and Applying Spelling Rules in Grades Three to Eight, Teachers College Contributions to Education, No.517. Teachers College Columbia University, New York: 1932, page 60

Sartorius^{1/} felt that more investigation of the relation between common spelling errors and the usefulness of rules in the prevention of these errors was needed. She said this was to be desired because some rules apply to parts of words that are not often misspelled while other rules apply to parts of words that are frequently misspelled. Sartorius also suggested that since certain letter combinations occur more frequently than others, and since some are pronounced in a greater number of different ways than others, it would be better to emphasize the more frequent rather than the less frequent visual and phonetic elements.

Masters^{2/} examined the errors made by eight grade pupils, high school seniors, and college seniors in spelling a list of common difficult words. He found that the most frequent errors made at one grade level were the most frequent ones at the other grade levels. He also stated,

1/ Ina Craig Sartorius, Generalization in Spelling, Teachers College, Contributions to Education, No. 472. Teachers College, Columbia University, New York:1931, p.56

2/ Harry Victor Masters, A Study of Spelling Errors, University of Iowa Studies in Education, Vol.4 University of Iowa Press, Iowa City: Sept. 1927, p.8

Furthermore, I find more investigation of the re-
 lation between reading and the use of
 of rules in the acquisition of these errors are needed.
 The said this can be decided because some rules apply
 to parts of words and not the whole of the word.
 Other rules apply to parts of words and are "morpho-
 logical". For example, I also suggested that when certain
 letter combinations occur, they are "phonetic", and
 some are "morphological" in a greater number of dif-
 ferent ways. For example, it would be better to separate
 the more frequent errors from the less frequent, visual
 and phonetic errors.
 I have also found the relation of the ratio
 of errors in reading and writing, and the relation in
 spelling a list of words of different lengths. It found
 that the most frequent errors occur in the first two
 were the most frequent ones in the other three levels.
 He also stated,

1/ The Craig Corporation, Generalization in Reading,
 Teachers College, Contributions to Reading, No. 1, 1937.
 Teachers College, Columbia University, New York, 1937.
 2/ Hart, Victor, A Study of Reading Errors,
 University of Iowa Studies in Education, Vol. 1,
 University of Iowa Press, Iowa City, 1937, p. 1.

A phonetic analysis of these misspellings shows that 64.69 per cent of them are possible spellings from a phonetic point of view, 13.97 per cent are approximate phonetic spellings, and 21.34 per cent are not even approximate spellings.

Hollingworth^{1/} said that even though children had the same Mental Age, Intelligence Quotient, and school training, they would differ in ability to spell; that a bright child might not be able to spell as well as a child of poorer intellectual ability; and that one should not judge a child's general ability by his spelling ability or his spelling ability by his general ability.

McKee^{2/} wrote that if children's writing is to be used as the source of spelling vocabulary, there is a need for investigation to discover what words are used commonly and frequently by children in their writing. He also wrote,

If one remembers that the elementary school is to teach the most important words no matter what their source may be, it is obvious that any fair comparison of adult needs and childhood needs in spelling must compare the words used most commonly and frequently by adults with those so used by children.

1/ Leta S. Hollingworth, The Psychology of Special Disability in Spelling, Teachers College, Contributions to Education, No. 88 Teachers College, Columbia University, New York: 1918, p. 15

2/ Paul McKee, "Research Values in Children's Writing Vocabularies", The Elementary English Review, 7:74, March, 1930.

Brittain and Fitzgerald ^{1/} stated that because of lack of agreement among the findings of the investigations of children's themes, especially of the word lists, there is need for more investigations of children's writings at different grade levels.

^{2/} Cook stated,

Other factors being constant, the spelling test which measures general spelling ability most effectively is one in which all the words are selected from a spelling scale at the fifty per cent difficulty level.

He found that the scores of the lists were greater when the words were dictated more slowly, showing that even for twelve seconds per word, the words were spelled more accurately with each increase in time.

He also stated,

The implications these facts have for the teaching of spelling are that pupils tend to learn to spell the words they use most frequently and which represent fundamental life interests. It is probable that many words of high frequency could be omitted entirely from the course of study in spelling without impairing the spelling ability of the final elementary school product. This would permit

1/ Frances J. Brittain, and James A. Fitzgerald, "The Vocabulary and Spelling Errors of Second-Grade Children's Themes", The Elementary English Review, 19:43, Feb., 1942.

2/ Walter Wellman Cook, The Measurement of General Spelling Ability Involving Controlled Comparisons Between Techniques, University of Iowa Studies in Education, Vol. 6. University of Iowa Press, Iowa City: February, 1932, p.99.

more time to be spent on the words of high frequency which persistently give difficulty or upon words of lower frequency than are now commonly included in the elementary spelling lists.

In the study by Pease^{1/} the spelling errors found in the social science notebooks of 62 children in grade 7 were tabulated. She found that the pupils who wrote the most had less trouble with spelling than those who wrote the least. She stated.

Since such a high proportion of the 95 words missed by three or more pupils (40%) had been taught, and since pupils worked with their books open before them, it seems that our biggest problem is to develop in these pupils a desire to spell correctly and a pride in their spelling, (spelling conscience) and give them some training and practice in proof-reading, trying to develop a spelling consciousness.

Guiler^{4/} presented a list of 466 words among the 4,000 used most commonly which came into children's vocabularies in the primary grades but which were misspelled by five per cent or more of eight grade pupils. Guiler felt that the reason why these words were not mastered was that they had not been singled out and given enough study and practice.

1/ Marion O. Pease, "Spelling Errors in Social Science Notebooks", The Elementary English Review, 16:50, Feb., 1939

2/ W. S. Guiler, "Primary-Grade Words Frequently Misspelled by Higher-Grade Pupils", The Elementary School Journal, 44:295, January, 1944.

Fitzgerald^{1/} found the errors made in letters written outside of school by children in grades four to six. There were 3,184 letters from city and rural systems in forty-one states. He observed that,

The large number of spelling errors (20,142) made by children in friendly letters written in life outside the school calls attention sharply to the deficiency of transfer of spelling skill from school lessons to natural writing.

Book and Harter^{2/} obtained 5,196 test papers in spelling and written composition from pupils in grades two to eight in the Bloomington, Indiana public schools, from freshmen and sophomores in high school, and from freshmen at Indiana University.

They mentioned the importance of choosing and teaching words to children before they have to use them in written work which would prevent the practice of misspellings and the formation of wrong spelling habits. They also suggested that each pupil have an individual list of difficult words for practice and study.

^{1/} James A. Fitzgerald, "Words Misspelled Most Frequently by Children of the Fourth, Fifth, and Sixth Grades Levels in Life Outside the School", Journal of Educational Research, 26:213, November, 1932.

^{2/} William F. Book, and Richard S. Harter, "Mistakes Which Pupils Make in Spelling", Journal of Educational Research, 19:106, February, 1929.

Geyer^{1/} had children from grade three through freshmen in college write a one-page theme on a given topic, and found that there were twenty-three words which gave the most trouble in spelling.

Fitzgerald^{2/} stated that if the list of 222 comparatively simple words could be mastered, there would be much less misspelling in written work. To gain mastery of their meanings and use more active approaches and motivation, and better planned procedures are requisite.

In McCarthy's^{3/} study 120 pupils in grades 2 and 3 were taught spelling by the flash card method and the study-test method and the results compared.

A summary of total results of the final test of sixty words showed a statistically significant difference of 7.68 in favor of the flash card method in grade 11.

In Grade 111 the difference of 14.66 in favor of the flash card method, was also statistically significant.^{4/}

1/ Ellen M. Geyer, "How Many Spelling Demons Are There?", The English Journal, 33:433, October, 1944.

2/ James A. Fitzgerald, "A Crucial Core Vocabulary in Elementary School Language and Spelling", The American School Board Journal, 103:24, July 1941.

3/ Mary Gertrude McCarty, "Comparison of the Flash Card Method of Teaching Spelling With the Study Test Method in Grades Two and Three", unpublished Master's Thesis, Boston University, School of Education, Boston, Mass., 1942, p.39

4/ Ibid p.39,40.

Durrell^{1/} suggested:

It is preferable that a child develop security in use of a small spelling vocabulary suitable to his grade and derived from the demands of written composition, to his attempting mastery of a long list from which will result confusion concerning many unrelated words.

Durrell^{2/} gave several causes and remedies for the lack of transfer of spelling to other written work. Many times the words learned in spelling are not used in composition for a long time. Another reason for failure in transfer is that the child did not completely master the word. Two remedies suggested were (1) to dictate words in sentences rather than in lists and (2) to give meaning to the words by enrichment.

Carson^{3/} wrote,

It has been found that at present the teachers of the country prefer:

1. a spelling text arranged on a weekly list assignment plan.
2. one spelling list for the grade.
3. the study-test plan of teaching.
4. weekly review of lessons in the text.
5. words printed in two forms, as a whole and in syllables.
6. teaching the meaning of a word, and then the spelling.
7. 100% mastery of a limited list (3,000 words)
8. that all pupils have the same spelling list.

1/ Donald D. Durrell, Improvement of Basic Reading Ability, World Book Company, Yonkers-on-Hudson, N.Y. 1940, pp267-268
 2/ Ibid. p. 275
 3/ Olive G. Carson, "Teacher Preferences in Test Arrangement and Method in the Field of Spelling", unpublished Master's Thesis, Boston University, School of Education, Boston, Mass. 1933, p. 71

Fuller^{1/} compiled, tabulated, and analyzed the spelling errors made by pupils in three fourth grades and concluded:

1. There is a definite need for individual supplementary spelling lists.
2. Spelling errors are more frequent in supplementary words.
3. A teacher must guide the selection of supplementary words in her classroom.
4. A study of spelling errors will provide the necessary information to serve as a basis of individual remedial work.

The above readings show that there is disagreement among investigators in the field of spelling errors and methods.

The following study is based on spelling errors made by third grade children in their written work.

^{1/} Marion C. Fuller, "A Compilation, Tabulation and analysis of Spelling Errors in Grade Four", unpublished Master's Thesis, Boston University, School of Education, Boston, Mass., 1946, pp.41,42.

CHAPTER II

PROCEDURE

Restatement of problem. The purpose of this study is to compile, tabulate, and analyze the spelling errors made by thirty-six third grade pupils from September 9, 1946 to November 27, 1946.

Method of collecting the spelling errors. Each day during the eleven weeks of this study all the written work of the pupils was collected and checked for spelling errors.

Arrangement of misspellings. Each misspelled word was noted and for the first four weeks the way each word was spelled was also recorded. The words were arranged in a notebook alphabetically according to date and subject. The number of times each word was misspelled was recorded beside the word.

Compilation of spelling errors. After all the errors had been collected for eleven weeks, they were compiled.

The total number of words misspelled by the thirty-six pupils were arranged alphabetically under each subject heading. Then the words were arranged in alphabetical order without respect for subject headings.

While the words were being compiled the following facts were noted:

1. The grade-level of the word.
2. The subject in which the word was misspelled¹.
3. The number of times the word was misspelled.

Tabulation of spelling errors. Each word^{1/} in the complete list was tabulated in the following way:

1. The grade level of the word in the text^{2/} up to and during the time of the study was noted.
2. A word that would be taught later in the spelling text was noted.
3. A word not found in the text was listed as a supplementary word.
4. The subject in which a word was misspelled was recorded.
5. The number of times a word was misspelled in different subjects was recorded.
6. The number of subjects in which each word was misspelled was recorded.
7. The total number of misspellings for every word was listed.

The following findings resulted from the preceding tabulation.

1. Grade Level in Spelling Text of Words Misspelled by Thirty-Six Third Grade Pupils.
2. Number of Different Words Misspelled in Various Subjects.

^{1/} See Appendix

^{2/} Gerald A. Yoakham and Seward E. Daw, My Spelling, Grade Two and Grade Three, Ginn and Company, Boston, Mass.:1943

3. Total Number of Misspellings in Each Subject.
4. Grade Level in Text of Words Misspelled in Various Subjects.

Analysis of Spelling errors. The errors analyzed were those made in the words of highest frequency. They were tabulated from the data which were arranged alphabetically by subjects with the erroneous spellings. The classifications used were those most often employed in classifying spelling errors. They were:

1. Omission
2. Substitution
3. Addition
4. Transposition
5. Phonetic

1/
Spache declared:

Casual inspection of almost any child's spelling paper reveals that omissions, additions, substitutions, and transpositions comprise the majority, if not all, of the spelling errors.

1/ George Spache, "A Critical Analysis of Various Methods of Classifying Spelling Errors", The Journal of Educational Psychology, 31:111, February, 1940

CHAPTER III

ANALYSIS OF DATA

The data were analyzed to find:

1. The difference in the number of words misspelled between the supplementary words and those previously taught.
2. The relation of the supplementary words to the total number of words misspelled.
3. The relation between the number of words misspelled and the number of misspellings.
4. The grade level in each subject at which the most misspellings were made.
5. The implications of these misspellings.
6. The misspelled words of highest frequency.
7. The types of errors^{made} were made most in words of highest frequency.
8. The value to the classroom teacher of a study of spelling errors.

TABLE NO. I

GRADE LEVEL IN SPELLING TEXT OF WORDS

MISSPELLED BY 36 THIRD GRADE PUPILS

In text-Grade II Level	171
In text-Grade III Level	128
Supplementary*-Grade III Level	56
Supplementary**	195
Total	550

* Supplementary-Grade III Level-These words would be taught later in Grade III.

** These words were not in the spelling text.

Table I shows the number of words misspelled which were at the grade II level in the text, at the grade III level and taught during the time of the study, at the grade III level to be taught later in the year, those which were not in the text(supplementary), and the total number of misspelled words.

Many of the misspelled words appeared in the second grade text. The carry-over from one grade to the next apparently is not very great.

The smallest number of misspelled words were among those which would be taught later in grade III. This shows some need for these words before they appear in the text.

The greatest number of misspelled words were supplementary ones. Over one-third of the total of 550 words were supplementary words. This shows the need and value of a supplementary list of words.

TABLE II
NUMBER OF DIFFERENT WORDS MISSPELLED
IN VARIOUS SUBJECTS

English	Spelling	Arithmetic	Total
419	200	22	641

It is quite natural that the greatest number of words would be misspelled in English and Spelling where much work is written and the fewest words in Arithmetic where little spelling is required. Since the greatest number of errors occurred in English and since considerable written work is done in this subject, two suggestions may be made. The use of supplementary list or the improvement of teaching so as to increase transfer from spelling to English or both might decrease spelling errors in this field.

TABLE NO. III
TOTAL NUMBER OF MISSPELLINGS IN
EACH SUBJECT

English	Spelling	Arithmetic	Total
951	2657	59	3667

As in Table II, most of the misspellings occurred in the fields of English and spelling with the fewest errors in arithmetic. It can be seen in Table III that the largest number of errors were made in spelling whereas in Table II most of the words were misspelled in English. It is also noticeable that the number of misspellings was much greater than the number of words that were misspelled.

The larger numbers in Table III indicate that pupils misspell words more than once. The correction of the initial error to help prevent its repetition and the use of individual supplementary lists to help decrease spelling errors may be suggested.

TABLE IV

GRADE LEVEL IN TEXT OF WORDS MISSPELLED
IN VARIOUS SUBJECTS

	2	3	³ S	S
English	156	42	44	177
Spelling	45	122	10	23
Arithmetic	8	1	7	6
Total	209	165	61	206

2,3- Grade level at which word was taught.

³

S - Words to be taught later in grade 3.

S - Words not found in the spelling text.

As in tables II and III most of the misspelled words were in English and spelling with the fewest misspelled words in arithmetic. Many of the words which were misspelled in English occurred in the text at the second grade level. A conclusion from this is similar to one drawn from Table I, that is, that there is a lack of transfer from spelling to other written

work and from one grade to the next grade. This may be partly accounted for by the fact that there is not a great amount of written work in grade II and therefore a lack of opportunity to use the spelling words when they are taught.

The largest number of misspelled words in English was found in the supplementary list. Again this shows the need of a supplementary list of words.

TABLE V

CLASSIFICATION OF TYPES OF ERRORS MADE IN
WORDS OF HIGHEST FREQUENCY

Word	Omission	Substi- tution	Addition	Transpo- sition	Phonetic
they					thay
cream	crem	crean			
lunch	luch			lnuch	
was		way	wase		ws
climb		clind	climnb		clime
train	tran			trian	
went	wen		weint		wnt
country			counetry		
uncle	uncl				unkel
warm		warn		wram	
truck					truk
watch	wach	wasch	wactch		
airplane	airpane			airplaen	airplan
farmer	famer			framer	
drank	drnk	brank		darnk	
river	rier	rivir			rivar
above		abave	abouve		
west		wast			
afraid		afraed		afriad	

TABLE V (continued)

CLASSIFICATION OF TYPES OF ERRORS MADE IN
WORDS OF HIGHEST FREQUENCY

Word	Omission	Substi- tution	Addition	Transpo- sition	Phonetic
market		masket			
step		slep		setp	stp
below	blow	bolow			belo
basket		baslet	baaskete		
around	arund	araund			
coal		coll		caol	
rest		rast			rst
flyng	fling		flyuing		
world		woold	worold	wrold	
chair	char		chaier		chare
high	hig				hi
Mrs.		Mas.			
park		pirk		prak	
north		nouth			noath
south	soth	sauth		suoth	
cold		coad			
saw	sw	sow			
asked		asket		askde	
her		har			

TABLE V (continued)

CLASSIFICATION OF TYPES OF ERRORS MADE IN
WORDS OF HIGHEST FREQUENCY

Word	Omission	Substi- tution	Addition	Transpo- sition	Phonetic
often	oftn	oftin			ofen
of			off	fo	
and		ant	aund		
bears	bars				
began		began	begain		
bit		dit			bt
drive		druve			dirive
move		more			
sets				sest	
part		pait		prat	
east		eart	eaest		east
has		his	hase		
his	is	has			
that	tat	thet		taht	
into	ito			inot	
your	our	youe			ur
it		at		ti	
need	ned	neet			
keep	kep				

TABLE V (concluded)

CLASSIFICATION OF TYPES OF ERRORS MADE IN
WORDS OF HIGHEST FREQUENCY

Word	Omission	Substi- tution	Addition	Transpo- sition	Phonetic
my		ny			
like	lik	lake			
start	sart	stary			
me		ne			
who	ho			hwo	
eat				ate	
William		Willian			
from		fion		form	

Table V which is a classification of the types of errors made in words of highest frequency shows these to be errors of omission, substitution, addition, transposition, and errors of a phonetic nature.

Errors of substitution were the most frequent, 47, followed by 29 errors of omission, 21 errors of transposition, 19 errors of a phonetic nature, and 15 errors of addition. This corresponds to the listing of the types of errors and their frequency given by

Van Dusen^{1/} in her study of third grade spelling errors.

From a classification as given in table V the teacher can make a list of supplementary spelling words. When the teacher knows the types of errors made by the children in her room, she can work to correct and prevent further repetition of these errors.

Conclusions. From the foregoing data the following conclusions can be made:

1. Most of the words misspelled were supplementary words.
2. There is a need of individual and class supplementary spelling lists.
3. Supplementary spelling lists are needed particularly in work in English.

1/ A. Elizabeth Van Dusen, "A Compilation, Tabulation and an Analysis of Spelling Errors in Grade Three", unpublished Masters Thesis, Boston University, School of Education, Boston, Mass.:1947,p.29

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY

Purpose of the study. The purpose of this study was to compile, tabulate, and analyze the spelling errors made in written work by thirty-six third grade pupils for a period of eleven weeks.

Conclusions. From the foregoing data the following conclusions can be made:

- I. Most of the words misspelled were supplementary ones.
2. There is a need of individual and class supplementary spelling lists.
3. Supplementary spelling lists are needed particularly in work in English.
4. The teacher may obtain supplementary lists from the misspelled words of her class.
5. Children should be given opportunity for frequent use of supplementary words in written work.

Conclusions (continued)

6. There is need of improvement of transfer from spelling to other written work and from one grade to the next.
7. The number of misspellings was greater than the number of words misspelled.
8. The greatest number of errors in words of highest frequency were those of substitution and omission.
9. By finding the types of errors made by her class the teacher can help prevent their repetition.

SUGGESTIONS FOR FURTHER STUDY *(continued)*

- I. Do a similar study near the end of the school year and see if there is a difference in the number of words misspelled and the type of errors made.
2. Do a similar study in a higher grade to determine whether or not there is more transfer from spelling to other written work in upper grades than in lower grades.
3. Carry on a similar study with a group of boys and a group of girls to determine if they both make the same number and types of errors.
4. Carry on a similar study with three groups divided according to Intelligence Quotients to determine if intelligence is a factor influencing spelling ability.
5. Compare the spelling needs of children in the same grade in different localities.
6. Compare the spelling errors of two groups of children, one using the basic text and one using a supplementary list to determine the number and types of errors.

SUGGESTIONS FOR FURTHER STUDY (continued)

7. Carry on a similar study for several years in the same grade and locality to obtain a basic supplementary list

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APPENDIX

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KEY TO NOTATIONS IN GRADE LEVEL

COLUMN

2,3- Grade level in spelling text at which word was taught before and during this study.

³
S - Words to be taught later in grade 3.

S - Supplementary words or those not found in spelling text.
1/

Key to Column Headings

Eng. - English

Spell.- Spelling

Arith.- Arithmetic

1/ Gerald A. Yoakham, and Seward E. Daw, My Spelling, Grade Two, Grade Three, Ginn and Company, Boston, Mass.: 1943

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
about	2	2			I	2
above	3	I	30		I	30
add	S	I			I	I
afraid	3		29		I	29
after	2	I			I	I
ago	3		5		I	5
air	3		10		I	10
airplane	3	I	32		2	33
all	2	I			I	I
alligator		I			I	I
almost	S ³	I			I	I
also	S ³	I			I	I
am	2	8			I	8
and	S	3	II		2	I4
animal	S	3			I	3
animals	3	2			I	2
another	S ³	I	6		2	7
answer	3			I	I	I
are	2	5	5		2	IO
arithmetic	S			2	I	2
around	3	I	25		2	26

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of misspellings
		Eng.	Spell.	Arith.		
asked	3	I	20		2	21
aster	S	2			I	2
at	S	I	10		2	11
ate	2	I			I	I
aunt	3		5		I	5
Ave.	S	I			I	I
baby	2	I			I	I
barbed	S	I			I	I
basket	3	I	23		2	24
basketball	S	I			I	I
be	2	I	I		2	2
beach	S	4			I	4
beaches	S	I			I	I
bears	3	I	13		2	14
beaver	S	I			I	I
because	S ³	I			I	I
bed	2	2			I	2
been	2	I			I	I
beg	S	I			I	I
began	S ³		19		I	19
begging	S	I			I	I

		Number of times word was misspelled			No. of subjects in which word was misspld.	Total No. of Mis- spellings
		SUBJECT				
Word	Grade Level	Eng.	Spell.	Arith.		
behind	3		13		1	13
ball	3		4		1	4
belonged	S	1			1	1
below	3		26		1	26
beside	3		16		1	16
bicycle	S	2			1	2
bike	S	1			1	1
bird	2	1			1	1
birds	S	2			1	2
bit	3		15		1	15
bite	S	1	8		2	9
black	2	1			1	1
block	3		13		1	13
bluebell	S	4			1	4
boat	2	2			1	2
boats	S	1			1	1
Bobby	S	3			1	3
boy	2	1			1	1
boys	S	2			1	2
box	2	1			1	1
brakes	S	1			1	1

Word	Grade Level	Number of times word was misspelled.			Number of Subjects in which word was misspld.	Total No. of mis-spellings
		SUBJECT				
		Eng.	Spell.	Arith.		
breakfast	S	3			1	3
brook	S	1			1	1
brother	2	1			1	1
brought	3	1	22		2	23
build	3	1	18		2	19
building	2	1			1	1
bureau	S	1			1	1
by	2	1			1	1
cake	2	1			1	1
call	2	2			1	2
came	2	3			1	3
camp	S	1			1	1
can	2	1			1	1
canal	S	1			1	1
candies	S	1			1	1
candy	2	3			1	3
can't	3	1	9		12	10
Cape	S	1			1	1
car	2	1			1	1
carriage	S	2			1	2
carry	3		10		1	10

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of misspellings
		Eng.	Spell.	Arith.		
cat	2		5		1	5
caught	S	2			1	2
cereal	S	1			1	1
chair	2	1	22		2	23
children	2	1			1	1
Christmas	S ³	2			1	2
church	S ³	1			1	1
cider	S	1			1	1
city	2	3			1	3
Clark	S		6		1	6
class	3		7		1	7
climb	3	1	43		2	44
climbed	S	1			1	1
climbing	S	1			1	1
clothes	S	2	4		2	6
cloth	S ³		2		1	2
coal	3		25		1	25
coat	2	1			1	1
cold	2	12	10		2	22
color	S ³	1			1	1
come	2	2			1	2

Word	Grade Level	Number of times word was misspelled.			No. of subjects in which word was misspld.	Total No. of Misspellings.
		SUBJECT				
		Eng.	Spell.	Arith.		
coming	2	5			1	5
company	S	3			1	3
cook	3		1		1	1
cookies	S	1			1	1
corn	3		10		1	10
could	2	1			1	1
country	3	1	40		2	41
cousin	S	2			1	2
cover	3		10		1	10
cowboy	S	1			1	1
cowboys	S	1			1	1
cream	3	4	43		2	47
cross	3		17		1	17
cup	3		10		1	10
dark	3		7		1	7
day	2		3		1	3
days	S		3		1	3
dear	2	2			1	2
deer	3	2			1	2
did	2	1			1	1
didn't	3		10		1	10
died	S	1			1	1

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings.
		Eng.	Spell.	Arith.		
dinner	2	3			1	3
dirt	3		19		1	19
dish	3		13		1	13
do	2	1			1	1
does	2	2			1	2
dog	2	3			1	3
doll	2 ³	2			1	2
dollar	S			1	1	1
dolls	S	1			1	1
done	2	3			1	3
don't	2	1			1	1
door	2	2			1	2
doorbells	S	1			1	1
doughnut	S	1			1	1
down	2	4		5	2	9
drank	3 ³		32		1	32
draw	S ³	1			1	1
dressed	S	2			1	2
drink	2	1			1	1
drive	3		19		1	19
early	3	19			1	19
east	3	16	1		2	17

Word	Grade Level	Number of times word was misspelled. SUBJECT.			No. of Subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
eat	2		11		1	11
eight	3		15		1	15
elephant	S	1			1	1
enjoyed	S	4			1	4
every	2	1			1	1
families	S	2			1	2
family	S	1			1	1
farmer	3		33		1	33
farther	S	1			1	1
father	2	1			1	1
February	S			4	1	4
fell	3		4		1	4
fence	S	1			1	1
field	S	1			1	1
find	3		6		1	6
fire	2	2			1	2
fireplace	S		1		1	1
first	2	1			1	1
fit	S	8			1	8
flew	S	1			1	1
floor	3		9		1	9
flying	3	1	23		2	24

Word	Grade Level	Number of times word was misspelled.			No. of subjects in which word was misspld.	Total No. of misspellings
		SUBJECT				
		Eng.	Spell.	Arith.		
food	3	1	3		2	4
for	2	4	10		2	14
Ford	S	1			1	1
found	3		17		1	17
four	S	1			1	1
foxtglove	S	8			1	8
Friday	S ³	2		3	2	5
friend	S ³	1			1	1
frog	S	1			1	1
from	2	8			1	8
front	3		24		1	24
full	3		9		1	9
fun	2	7			1	7
funny	3	1	3		2	4
game	S	1			1	1
gave	2	1			1	1
George	S	2			1	2
getting	S	2			1	2
God	3		2		1	2
going	2	11	5		2	16
Goldilocks	S	1			1	1
good	2	2			1	2

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
got	2	5			1	5
grade	2	3		4	2	7
grandfather	3	4	11		2	15
grandmother	3	3	12		2	15
great	S ³	1			1	1
grew	3		12		1	12
ground	S ³	7			1	7
grove	S	1			1	1
had	2	6	2		2	8
hall	S ³	1			1	1
Halloween	3	4	18		2	22
hammer	3		4		1	4
hard	3		15		1	15
has	2	1	18		2	19
have	2	9	4		2	13
haven't	S	1			1	1
having	3	4	10		2	14
hawk	S	1			1	1
hay	S	2			1	1
he	2		4		1	4
head	2	1			1	1

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
hear	3		15		1	15
hedgehog	S	1			1	1
Helen	S	1			1	1
hello	S	1			1	1
help	2 ³	1			1	1
helped	S	1			1	1
her	2 ³		20		1	20
hid	S	2			1	2
hide	3	1	14		2	15
high	3		23		1	23
him	2	3			1	3
his	2		15		1	15
hob-goblin	S	1			1	1
Holden	S	5			1	5
home	2 ³	2			1	2
hope	S	2			1	2
horrible	"	1			1	1
horse	2	1			1	1
house	2	4	1		2	5
houses	S	1			1	1
how	S		7		1	7
hunt	3		5		1	5

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
hunted	S	1			1	1
hunting	S	1			1	1
hurry	S	1			1	1
hurt	2		14		1	14
I	S	1			1	1
if	2	1	7		2	8
I'll	S ₃	1			1	1
I'm	S	1			1	1
in	S	4	9		2	13
Indian	S ₃		18		1	18
into	S		14		1	14
invited	S	1			1	1
is	2	8	7		2	15
it	S	13	4		2	17
jack-o'lantern	S	1			1	1
jumping	S	1			1	1
keep	2	3	13		2	16
Kenneth	S	3			1	3
kept	3		13		1	13
killed	3		11		1	11
king	3		4		1	4

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
kipper	S	1			1	1
kiss	S	1			1	1
kitten	2	2			1	2
knew	S		8		1	8
knitting	S	1			1	1
know	2	2			1	2
knows	S		3		1	3
lake	3	1	8		2	9
large	3		21		1	21
last	2	2			1	2
late	3		9		1	9
leg	3		7		1	7
letter	2	2			1	2
letting	S	1			1	1
let's	S	1			1	1
library	S ³	1			1	1
life	S	1			1	1
like	2	12	3		2	15
liked	S ³	2	4		2	6
likes	S		5		1	5
little ¹	2	2			1	2

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
lived	3	1	14		1	14
livingroom	5	1	1		1	1
lock	3		8		1	8
long	2		6		1	6
look	2		4		1	4
loose	5	1			1	1
lost	2	1			1	1
lot	2	3			1	3
lunch	3		47		1	47
Main	5 ³	1			1	1
making	5	2			1	2
market	3		29		1	29
may	2	1			1	1
me	5		11		1	11
meadow	5 ³	1			1	1
meal	5		2		1	2
mica	5	1			1	1
middle	3 ³		14		1	14
might	5	2			1	2
miles	5	1			1	1
milk	2	2			1	2
mill	3	4	9		2	13

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
Monday	3 S	1		3	2	4
monkey	S	2			1	2
months	S			1	1	1
morning	2	2			1	2
most	2	5			1	5
mother	2	2			1	2
motorcycle	S	1			1	1
move	3		19			19
movies	S	9			1	9
Mrs.	3		23		1	23
much	2	4			1	4
music	S	1			1	1
my	2	12	1		2	13
nails	3		16		1	16
name	2	1			1	1
named	S	1			1	1
near	2	1			1	1
necklace	S	2			1	2
need	3		13		1	13
neighbor	S	1			1	1
new	2	1			1	1
next	2	1			1	1

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of misspellings
		Eng.	Spell.	Arith.		
nice	2	3			1	3
night	2	1			1	1
noise	S	1			1	1
noon	3		8		1	8
north	3	3	23		2	26
not	2	1	4		1	5
November	S		1	6	2	7
nuts	3		10		1	10
ocean	S	1			1	1
October	S	2			1	2
of	2	3	21	1	3	25
often	3		21		1	21
oldest	2	1			1	1
on	2	6	2		2	8
once	3		8		1	8
one	2			1	1	1
only	2	1			1	1
other	2	1			1	1
others	3		14		1	14
our	2	6			1	6
ours	3		14		1	14

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
out	2	1			1	1
owned	S	1			1	1
paid	S	1			1	1
paint	³ S	1			1	1
painted	S	1			1	1
parade	S	2			1	2
park	3		23		1	23
part	3		16		1	16
parties	S	1			1	1
partridge	S	1			1	1
party	2	3			1	3
peanuts	S	1			1	1
people	3	3	21		2	24
pheasant	S	1			1	1
picked	S	2			1	2
pictures	S	1			1	1
pie	³ S		3		1	3
pink	S	2			1	2
places	2	1			1	1
play	2	5			1	5
played	3	1	10		2	11
playhouse	3	1			1	1

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of misspellings
		Eng.	Spell.	Arith.		
playing	2	1			1	1
pond	2	1			1	1
pounds	S	1			1	1
pretty	2	7			1	7
pumpkin	2	3	8		2	11
put	2	1			1	1
raccoons	S	3			1	3
rainy	S	1			1	1
raspberries	S	1			1	1
ready	³ S	2			1	2
real	3		9		1	9
red	2	2			1	2
Reservoir	S	1			1	1
rest	3		25		1	25
rice	S	3			1	3
ride	2	2			1	2
riding	S	3			1	3
right	³ S	1			1	1
ring	³ S	1			1	1
rises	S	1	2		2	3
river	3	1	31		2	32

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
robin	S3	1			1	1
rock	S	1			1	1
rode	S	1			1	1
roll	2		4		1	4
rug	3		7		1	7
safe	3		7		1	7
Sambo	S	1			1	1
	3					
Saturday	S	6			1	6
saw	2	9	13		2	22
	3					
scare	S		3		1	3
school	2	9		1	2	10
seem	S	1			1	1
sees	S	1			1	1
sent	2	1			1	1
sets	S		18		1	18
she	2	1	22		2	23
shed	S	2			1	2
shelf	S	1			1	1
shells	S	1			1	1
ship	3		16		1	16
shoe	S	1			1	1

Word	Grade Level	Number of times word was misspelled SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
	3					
showed	S	2			1	2
sick	2	1			1	1
sidewalk	S	1			1	1
silk	3		14		1	14
silver	S	1			1	1
Simon	S	1			1	1
Simple	S	1			1	1
sincerely	S	8			1	8
sing	2	1			1	1
sitting	S	2			1	2
sleep	3	1			1	1
smoke	S	1			1	1
snake	S	1			1	1
sneak	S	1			1	1
snow	S	1			1	1
some	2	14	1		2	15
something ⁵	S	1	11		2	12
son	3		6		1	6
song	2		7		1	7
south	3	1	22		2	23
spelling	S		6		1	6
spend	3		7		1	7

Word	Grade Level	Eng.	Spell.	Arith.	No. of subjects in which word was misspelled.	Number of times word was misspelled		Total
						SUBJECT		
showed	3	3			1			3
sick	3	1			1			1
sliver	3	1			1			1
slit	3		14		1			14
sliver	3	1			1			1
slime	3	1			1			1
slime	3	1			1			1
sliver	3	3			1			3
sing	3	1			1			1
sitting	3	3			1			3
slap	3	1			1			1
snake	3	1			1			1
snake	3	1			1			1
snack	3	1			1			1
snow	3	1			1			1
soak	3	14	1		3			18
somewhat	3	1	11		3			15
son	3	3	3		3			9
song	3	7	7		1			15
south	3	1	22		3			26
spelling	3	3	3		1			7
spend	3	7	7		1			15

Word	Grade Level	Number of times word was misspelled SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings.
		Eng.	Spell.	Arith.		
squirrels	S ₃	1			1	1
stand	S	1			1	1
start	3	2	12		2	14
started	S	1			1	1
stay	2	1			1	1
step	3		28		1	28
stepped	S	1			1	1
stood	3		6		1	6
stopped	S		7		1	7
store	2	1			1	1
stores	S	1			1	1
story	2	4			1	4
subtract	S			3	1	3
subtraction	S			1	1	1
sum	2 ₃			10	1	10
Sunday	S			2	1	2
sure	3		18		1	18
Susan	S	3			1	3
swan	S	1			1	1
sweet	3		12		1	12
swimming	S	3			1	3

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
swing	2	1			1	1
sword	S	1			1	1
table	2	1			1	1
tail	³ S	1			1	1
take	2	1			1	1
tea	3		17		1	17
teacher	2	2		1	2	3
thanked	S		12		1	12
Thanksgiving	³	7	12		2	19
that	2	3	14		2	17
the	2	3	9		2	12
their	2	2			1	2
them	2	6	17		2	23
then	2	3			1	3
there	2	8			1	8
these	³ S	1			1	1
they	2	7	44		2	51
things	2	2			1	2
think	2	1			1	1
third	³ S		1	2	2	3
this	2	3			1	3

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
those	3		18		1	18
thought	S	1			1	1
three	2	3			1	3
Thursday	³ S			5	1	5
tied	³ S	1			1	1
Tiger	S	1			1	1
time	2	3			1	3
to	2	3	3		2	6
today	2	1			1	1
told	2	2			1	2
took	2	1			1	1
tonight	³ S	1			1	1
tooth	3		11		1	11
tractor	S	1			1	1
train	3	7	35		2	42
tramp	S	2			1	2
treasure	S	5			1	5
trees	S		8		1	8
tried	3	1	16		2	17
trimmings	S	1			1	1
truck	3	1	36		2	37
trying	S	1			1	1

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
Tuesday	3 S			1	1	1
turkey	2	6	5		2	11
two	2	1		1	2	2
uncle	3		41		1	41
used	3		24		1	24
up	2	1			1	1
vacation	S 3	3			1	3
valentine	S	1			1	1
very	2	3			1	3
violet	S	1			1	1
visit	2	2			1	2
wagged	S	1			1	1
wagging	S	2			1	2
wags	S 3	3			1	3
wait	S	1			1	1
walk	3	2	6		2	8
walked	S	1			1	1
walking	S	1			1	1
want	2 3	1			1	1
wanted	S	2			1	2
warm	3	7	31		2	38
was	2	7	38		2	45

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
watch	3	1	33		2	34
water	2	2			1	2
way	2 ³		5		1	5
wear	S ³	1			1	1
Wednesday	S	1			1	1
weeks	S	1			1	1
weigh	S	1			1	1
well	2	1			1	1
went	2	27	15		2	42
were	S	1			1	1
were	2	1	29		2	30
west	3	1	29		2	30
what	2	4			1	4
when	2	7	6		2	13
where	2	7			1	7
which	S	1			1	1
who	2 ³		11		1	11
why	S	1			1	1
wicked	S	1			1	1
will	2	3			1	3
William	S	10			1	10

Word	Grade Level	Number of times word was misspelled. SUBJECT			No. of subjects in which word was misspld.	Total No. of Misspellings
		Eng.	Spell.	Arith.		
window	3		11		1	11
windows	S	1			1	1
wire	S	1			1	1
witch	S	2			1	2
with	2	9	13		2	22
wooden	S	1			1	1
woods	3		8		1	8
wore	3	1	11		2	12
worms	S ³	1			1	1
world	3		24		1	24
would	2	2			1	2
wrote	S	1			1	1
year	2	1			1	1
you	2	11			1	11
your	2	3	14		2	17

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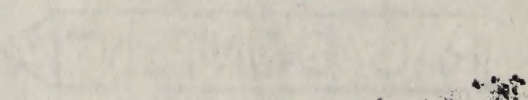
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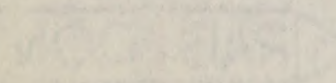
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AR 17	1953	<i>com use</i>	
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EC 11	1953		
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Y 10	1954		
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AN 12	1955		
<i>com use</i>			
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